

Montana Title I, IIA and IX Monitoring Tool

2017-18

Montana Office of Public Instruction

Revised 8/2017

District:	LE:
County:	
Date:	
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Common Compliance Areas REQUIRED FOR ALL MONITORING

Common Compliance Areas

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
CC-A	Expenditures are being maintained at the LEA for each Title area. Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. (Subpart E-Cost principals of UGG)	Provide a detailed expenditure report for each title area being monitored which shows date, vendor, item description and amounts for one month of the previous school year. (The district may select the month.) <i>If the district is required to set-aside funds to provide services to Homeless or Neglected and Delinquent students enrolled in non-Title I schools please include a detailed report of how those funds were used.</i>	
CC-B	The LEA has received the appropriate audit per CFR 200.501 audit requirements.	LEA has submitted the applicable audit report for the fiscal year required under review.	(Provided by the OPI. The district does not need to include in the portfolio.)
CC-C	The LEA has a current inventory of any materials purchased with Title IA funds. This includes the specific location of the item.	LEA fixed assets inventory. This also includes laptops, computers, Smartboards, projectors, etc.	

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Common Compliance Areas			
CC-D	Materials, supplies and equipment purchased with Title I-A funds are labeled as purchased with federal funds.	Verification done during onsite visit, or through a written assurance from the District.	(Onsite only)
CC-E	<p>The LEA meets comparability requirements:</p> <ul style="list-style-type: none"> • Policy to ensure equivalence among schools in teachers, administrators and other staff • Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies • A District-wide salary schedule 	<p>Building Staff Plans with data that indicates which staff are included and excluded in the comparability calculation worksheets. Comparability calculations worksheets</p> <p>http://www.opi.mt.gov/Programs/TitlePrgrms/titl eia/?gpm=1_5</p> <ul style="list-style-type: none"> • Board adopted policy is in place and being implemented • District-wide salary schedule 	(Not Applicable if only one school per grade span.)
CC-H	The LEA has internal controls to monitor time and effort.	Examples of the internal controls to monitor time reports for staff members paid for out of federal funds.	
CC-J	The LEA ensures that all teachers and paraprofessionals working in a programs supported by funds under Title I, Part A meet applicable state certification and license requirements. Instructional Paraprofessionals must be under the direct supervision of a licensed teacher, ARM 10.55.715.	<p>Documentation showing that all teachers and paraprofessionals meet state certification and licensure requirements.</p> <p>Attestation report stating all teachers and paraprofessionals meet state certification and licensure requirements.</p>	(TEAMS/EOE report provided by the OPI-district does not need to include in the portfolio.)

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Common Compliance Areas			
CC-K	The LEA ensures that students in foster care are enrolled in either their school of origin or another school based on best interest determination, that transportation has been provided, and that a Foster Care Point of Contact has been appointed to work with Child and Family Services on coordinating placement and transportation services. 1111(g)(1)(E)(i)-(iv).	<p>List the name and position of the staff member designated to serve as the Foster Care Point of Contact (POC) for the LEA.</p> <p>Provide evidence that the LEA POC and the local child welfare division are collaborating on placement and transportation decisions. Emails, meeting agendas, or other evidence may be used.</p> <p>Copies of any board adopted policies addressing the enrollment and transportation needs of children in foster care, including dates of adoption. (See MTSBA Policies 3110, 3121, and 8100.)</p>	(Not Applicable if there are no foster care students enrolled in the district.)

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Identification of Schools in Title I School Comprehensive Support ESEA 1111(d)(1)			
IA-P	<p>Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—</p> <ul style="list-style-type: none"> • is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals; • includes evidence-based interventions; • is based on a school-level needs assessment; • identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; • is approved by the school, local educational agency, and State educational agency; and • upon approval and implementation, is monitored and periodically reviewed by the State educational agency. 	Letters and/or communication sent to parents, in multiple languages as applicable.	(Title I District-level Improvement plan document provided by the OPI-district does not need to submit with the portfolio.)

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Common Compliance Areas REQUIRED FOR ALL MONITORING

Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Identification of Schools in Title I School Targeted Support ESEA 1111(d)(2)			
IA-H	<p>Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—</p> <ul style="list-style-type: none"> • is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals; • includes evidence-based interventions; • is approved by the local educational agency prior to implementation of such plan; • is monitored, upon submission and implementation, by the local educational agency; and • results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency. 	Letters and/or communication sent to parents, in multiple languages as applicable.	(Title I District-level Improvement plan document provided by the OPI-district does not need to submit with the portfolio.)

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Identification of Schools in Title I School Targeted Support ESEA 1111(d)(2)			
IA-H	A plan that is developed according to the above paragraph and implemented in any school receiving a notification under this paragraph from the local educational agency in which any subgroup of students, on its own, would lead to identification under subsection (c)(4)(D)(i)(I) using the State's methodology under subsection (c)(4)(D) shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan.		
IA-N	The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan.	Documentation of Professional Development in Instructional Strategies. Evidence that teachers are implementing these strategies <ul style="list-style-type: none"> • Walkthroughs • Peer to Peer observations • Teacher reflection 	

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Identification of Schools in Title I School Targeted Support ESEA 1111(d)(2)			
IA-O	The LEA assists the school in implementing the evaluation process as described in the school improvement plan.	Documentation of the LEA process for monitoring and evaluating the school improvement plans	

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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Parental Right-to-Know (ESEA 1112)			
IA-A	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. 1112(e)(1)(A)	Samples of parent notification disseminated by the LEA for each Title I-A building, in multiple languages as applicable. <ul style="list-style-type: none"> • District website • District newsletter • Parent handbook 	Note: A school newsletter is not acceptable.
IA-C	The LEA provides information on the level of achievement of the parent's child in each of the state academic assessments. 1112(e)(1)(B)(i)	Samples of individual student statewide assessment scores provided to parents.	(Please protect student confidentiality.)
IA-B	The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification or license requirements at the grade level in which the teacher has been assigned. 1112(e)(1)(B)(i)	Samples of notification in multiple languages as applicable.	

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Schoolwide Program Criteria (ESEA 1114)			
IA-E	Schoolwide Program plan meets all the requirements under section 1114.	If there are non-Title I schools located in the district, the Schoolwide Plans must include processes to provide services to Homeless and Neglected & Delinquent students who may be enrolled in those schools. Plans must include a method for identifying these students. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.	(Provided by the OPI-district does not need to include in the portfolio.) (This information will be pulled from the AIM system by the OPI–district will need to verify that students have been properly identified and that current data has been uploaded to the state system.)
IA-D	The schoolwide plan reviewed and revised by the school. Sec. 1114 (B)(iii)	Annual evaluation process and tool used for each school must be included.	

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Targeted Assistance Schools (ESEA 1115)			
IA-G	Targeted Assistance Program plan meets all requirements under Section 1115.	<p>Current Targeted Assistance Plans . (Targeted Assistance Plans must specifically address how the school will identify homeless and Neglected & Delinquent youth.)</p> <p>(If there are non-Title I schools located in the district the Targeted Assistance Plans must include processes to provide services to Homeless and Neglected & Delinquent students who may be enrolled in those schools.)</p> <p>Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM.</p> <p>Please provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.</p>	<p>(Provided by the OPI-district does not need to include in the portfolio.)</p> <p>(This information will be taken from the AIM system by the OPI–district will need to verify that students have been properly identified and that current data has been uploaded to the state system.)</p>
IA-F	All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)	<p>Describe the processes used to identify eligible Title I students.</p> <p>Copy of the printed list of eligible Title I Students.</p>	(Please protect confidentiality)

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Parental and Family Engagement ESEA, Sec. 1116			
IA-R	There is an LEA policy containing all of the required elements that are reviewed annually with input from parents and families, 1116 (a).	Copy of the LEA parent and family engagement policy. Evidence of an annual review process taking place with input from parents and families.	
IA-S	Each school building has a parent involvement policy (plan). The plan is made available to the local community and is updated periodically, 1116(a).	Copy of building parent involvement plan. Evidence of dissemination to parents and families. Evidence of review process taking place.	
IA-T	The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parental and family engagement activities, including promoting family literacy and parenting skills. 1116(a)	Evidence that funds are used to promote parent and family engagement activities. Not Applicable if District receives less than \$500,000 in Title IA.	(Provided by the OPI-district does not need to include in the portfolio.)

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Parental and Family Engagement ESEA, 1116, Continued...			
IA-U	An annual meeting is convened to inform Title I and Migrant parents and family activities of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved meaningful engagement in their child's education. 1116 (d)	Evidence of annual meeting: announcements, meeting agenda, sign in sheets, etc. Information in other languages as appropriate	
IA-V	Each Title I school develops, in partnership with Title I and Migrant parents, a school parent compact. School distributes compact to parents and families annually. 1116 (d)	Description of annual review process and timeline. Evidence of distribution process: copies of compacts, meeting agenda, sign in sheet.	
IA-W	Building capacity for involvement: Each school shall provide assistance, materials, and training to Title I parents and families to help build capacity for their meaningful engagement in their child's education. 1116(e)	Description and timeline of activities including copies of materials, training agendas, sign in sheets, etc.	

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Private Schools			
Private School Participation (ESEA 1117)			
PS-A	The LEA has complied with the requirements for consultation with private school officials in a timely manner. 1117(b)(1)	Copies of letters and all communication sent to private schools. Copy of written affirmations signed by private school officials that consultation occurred.	
PS-B	Educational services, resources, and other benefits to students, teachers, and parents of private schools are equitable to those who attend private schools. [20 U.S.C. 6320]	Description of services provided to private schools. Copy of agreements pertaining to provided services. Sec. (1117 (b)(1)A-L	
PS-C	The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional development activities. 1120(a), 2122(b), 5142 (a), 9501	Documentation of private school teachers' participation in professional development activities.	(Note: Title II, Part A funds can only be used for professional development.)
PS-D	The LEA maintains records of its effort to resolve any complaints made by private school representatives. 1117(b)(2)	Copy of complaint procedure Evidence that complaint procedure has been shared with private schools. Documentation of communication with private schools regarding complaints.	

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Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Private School Participation (ESEA 1117) Continued...			
PS-E	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools. 1117(b)(1)	LEA fixed assets inventory for each private school. (This includes: computers, laptops, servers, projectors, smartboards, etc.)	
PS-F	Services provided to private school children were provided by employees of the LEA or under contract with the LEA. 1117(b)(2)(A)(B)	Contracts of individuals providing services to private school children.	
PS-G	The LEA establishes an assessment to measure the effectiveness of the Title IA program against the agreed upon standards established in the consultation agreement. 1117(b)(3)	Completed copy of the program evaluation. Description of the program modifications, if any, that will be made if the annual progress goals are is not met.	

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Title IX McKinney-Vento Homeless Act – Regular Program (Required for all Districts)			
MV-A.1 policies	The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Remaining policies or procedures that are potential barriers for homeless children and youth are being addressed. 42 USC, 119, VI, B, §11432 (g)(1)(I)	Copies of all school board, district, and school policies that address the educational needs of homeless students, including dates of adoption. Note: All policies must have been adopted after October 1, 2016, to be in compliance with amendments adopted under ESSA.	
MV-A.2	The LEA has procedures in place to identify homeless children and youth and to document attendance and success in school. Describe the district's eligibility and identification procedures and the district's definition of homeless eligibility. State the types of documentation used to record and report the number of homeless students in the schools and the services received. Provide copies of the residency questionnaire and other forms used in the enrollment process.	Copies of the district policy regarding the identification of homeless children and youth. Copies of staff handbooks and student handbooks. Copies of district or school documents: residency questionnaires, enrollment forms, proof of immunization forms, referral for services forms, or other documentation that provides evidence of a method to determine the housing status of students.	

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Title IX McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...

MV-A.2 cont'd	Give the procedures in place to document timely transfer of academic and health records to and from other schools and school districts. Describe or explain the procedures for obtaining records, such as birth certificates, immunization records, Social Security cards.	Proof of outreach activities may include agendas from meetings with service providers, copies of posters or brochures used to inform students and the general public, and a list of locations within the community where outreach materials are located.	
	State the processes in place to ensure that homeless students are enrolled immediately upon seeking admission, and who is responsible for enrolling the student. If school personnel is responsible for enrollment, describe how the paperwork is processed and tracked.		
	List outreach activities that are in place to identify unaccompanied homeless youth.		
	Describe outreach activities for purposes of identifying other students who may be “under the radar.” §11432 (g)(1)(A)		

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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Title IX McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...

MV-A.3	Parent handbooks include an explanation of the rights of homeless students protected by the McKinney-Vento legislation. Parents and families of homeless students have been provided with encouragement and support to attend parent meetings and school events and to become engaged in their child's education. §11432 (g)(6)	Copies of the student handbook or other letters or documents given to all parents explaining the rights of homeless students. Documentation of parent and family engagement in educational activities, including meeting agendas, letters, or other evidence of outreach to homeless parents.	
MV-A.4	The district has a process for the resolution of disagreements about eligibility, placement, transportation, and other homeless program services. The procedure includes a written description of the rights of homeless families and youth to appeal decisions made by the LEA, and a clear explanation of the appeal process including the continuation of services during the appeal. §11432 (g)(3)(E)	Copies of the district's dispute resolution form or of the staff and parent handbook explaining how parents may dispute the district's decision regarding the determination and placement of a homeless child.	

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Common Compliance Areas REQUIRED FOR ALL MONITORING

Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...

MV-B.1 liaison	The LEA has designated a homeless liaison to assist homeless students in enrolling and succeeding in school. The LEA has provided training to <i>all</i> school personnel, local service providers, and advocates of the office and duties of the homeless liaison. §11432 (g)(6)(B)	TEAMS/TOE Copies of staff handbook, agendas from staff meetings or trainings, professional development agendas, other evidence of meetings with local service providers.	(TEAMS/TOE report provided by the OPI-district does not need to include in the portfolio.)
MV-B.2	The homeless liaison participates in a minimum of three hours of professional development on topics related to child or family homelessness or the educational requirements of the McKinney-Vento Act. Subgrantee liaisons must participate in seven hours of professional development. List the specific events/dates for these professional development activities. §11432 (g)(6)(A)(ix) Hours of training determined by the Montana Consolidated State Plan-ESSA.	Certificates of training from NAEHCY, NCHE, or other national level training providers for homeless education. OPI renewal units for workshops addressing the needs of homeless students. Evidence of attendance at conferences or workshops that address the needs of children and families at risk of, or experiencing, homelessness.	

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MV-B.3	The homeless liaison coordinates and collaborates with other local liaisons and the state coordinator. §11432 (g)(6)©	<p>Copies of emails or communication between the homeless liaison and other local liaisons regarding transportation, student transfers, area resources, or other regional issues affecting homeless families and students.</p> <p>Copies of emails, newsletters, or other communication between the homeless liaison and the state coordinator regarding homeless students, issues, or program questions.</p> <p>Evidence that the district is aware of the names of homeless liaisons from surrounding districts that families experiencing homelessness often move to or leave.</p>	
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Common Compliance Areas REQUIRED FOR ALL MONITORING

Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...

MV-B.4	Agencies providing emergency, temporary, or transitional housing to families and youth located in the school district have been identified. The district/school has a list of these shelters. The homeless liaison communicates routinely with shelter providers to facilitate enrollment, attendance, and success in school for homeless students. §11432 (g)(6)(A)(vi)	The LEA must provide a list of all shelters that may provide services to families and children enrolled within the district.	
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<p>MV-C.1 program</p>	<p>Program activities have been designed and implemented to ensure that homeless students are enrolled in school and receiving access to Title I and other support services, regardless of school of attendance. Describe the process for ensuring free/reduced meals.</p> <p>Program activities have been designed and implemented to ensure that homeless students are enrolled in and have access to CTE programs and gifted and talented programs.</p>	<p>Copies of the overall Title I plan that includes a method for identifying and serving homeless children, including services to homeless children enrolled in non-Title I schools (if applicable).</p> <p>Copies of school board policies or staff handbooks describing a plan to provide services to homeless students.</p>	<p>(Provided by the OPI-district does not need to include in the portfolio.)</p>
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Common Compliance Areas REQUIRED FOR ALL MONITORING

Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation	Comments
Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...			
MV-C.1 program cont'd	What transportation services are provided to ensure that students may remain in their school of origin when that is the choice and is feasible? Procedures are in place for accessing Head Start and preschool programs administered by the district. §11432 (g)(1)(J)(iii)	Copies of memos or documents used to inform school nutrition services and transportation services of homeless children. Proof of collaboration with Head Start or other pre-school programs serving homeless families and children.	
MV-C.2	LEAs must insure that counselors provide advice to homeless youths to prepare and improve the readiness of such youths for college. §11432 (g)(1)(K)	Evidence that the school counselor(s) has received training in how to assist homeless students in completing the FAFSA. Agendas or flyers that include information on specialised meetings regarding college preparation for students experiencing homelessness or how to support their parents and families.	

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MV-C.3	Public notices of the educational rights of homeless children and youth have been routinely disseminated by the LEA in places where families and youth are likely to be present (schools, shelters, community agencies, soup kitchens) in languages and readability levels that accommodate community needs. §11432 (g)(6)(A)(vi)	Copies of all outreach materials, including a list of the locations where such materials can be found in the community.	
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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Title X McKinney-Vento Homeless Act – Sub-grantee Program Only Continued...

MV-C.4	Describe progress and dates of McKinney-Vento Authorized Activities as specified in your McKinney-Vento Sub-grant application.	Brief summary of all activities including timelines and expenditures, as outlined in the LEAs current McKinney-Vento application. Copies of action plans, call logs, or other case management notes may be submitted. All names and identifying information should be removed per FERPA.	
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Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation	Comments
Title X McKinney-Vento Homeless Act – Sub-grantee Program Only Continued...			
MV-C.5	<p>Program activities have been designed to ensure that homeless students are succeeding in school and receiving full access to Title I and other services regardless of school of attendance. Procedures are in place to support academic success: tutoring, after school, or summer programs. The district collects and reports academic proficiency data to the state.</p> <p>Describe the process used by the district to evaluate program effectiveness, including graduation rates, state or local standardized test scores, and attendance data of homeless students. §11432(G)(1)</p>	<p>Please list the data used to determine program effectiveness. Explain how the data is used to inform the evaluation process and any changes that have been, or will be made, based on this data. Program plans for tutoring or other out-of-school time programs aimed at supporting the academic success of homeless children.</p>	

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Title II-A Improving Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Title II-Part A			
IIA-A	A description of the activities to be carried out by the local educational agency under this section, and how these activities will be aligned with challenging State academic standards.		
IIA-B	A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.		

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REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
IIA-C	A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).		
IIA-D	A description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under this part.		

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Title II-A Improving Improving Teacher Quality

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Local use of Funds (ESEA 2101)

IIA-E	The programs and activities described in this subsection—shall be in accordance with the purpose of this title; shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and may include, among other programs and activities— 2103 (b)(1)(2)(3)	<p>Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.</p> <ul style="list-style-type: none"> • Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of effective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B). 	
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Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas
REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Local use of Funds (ESEA 2101)

IIA-E		<ul style="list-style-type: none"> Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders. 	
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Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas
REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Local use of Funds (ESEA 2101)			
IIA-E		<ul style="list-style-type: none"> Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. 	

Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Local use of Funds (ESEA 2101)			
IIA-E		<ul style="list-style-type: none"> Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders. 	

Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas
REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Local use of Funds (ESEA 2101)

IIA-E		<ul style="list-style-type: none"> Improve the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards; (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; 	
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Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Local use of Funds (ESEA 2101)

IIA-E		and (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.	
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Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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Local use of Funds (ESEA 2101)

Montana Title I, IIA and IX Monitoring Tool

IIA-E		<ul style="list-style-type: none"> • Providing training, technical assistance, and capacity- building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class- room-based assessments, and using data from such assessments to improve instruction and student academic achievement. • Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services. • Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse. 	
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Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.

2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Local use of Funds (ESEA 2101)			
IIA-E		<ul style="list-style-type: none"> • Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science. • Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning. 	

Montana Title I, IIA and IX Monitoring Tool

Common Compliance Areas REQUIRED FOR ALL MONITORING

Title II-A Improving Improving Teacher Quality

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2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.

3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
Local use of Funds (ESEA 2101)			
IIA-E		<ul style="list-style-type: none"> Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available. 	